

## A Study to Determine Learning Style Preferences Among Nursing Students at Selected College of Nursing, Ratnagiri, Maharashtra

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### Abstract

*Background:* Every individual prefers different learning styles and techniques. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor or anybody's styles fixed. *Objectives:* To determine different learning styles among the nursing students. *Methodology:* A descriptive survey was under taken among the 35 under graduate nursing students at Yash foundations college of Nursing, Ratnagiri, Maharashtra. Non probability convenient sampling technique was used to draw the samples. Modified VARK learning style assessment scale was used to collect the data. Descriptive statistics is used for the analysis of results. *Results:* The findings of the present study reveal that, students use different learning styles according to their knowledge, preferences and sources available with them. Students have not given any one style more preferable than other styles and they use all the learning styles according to situations and their learning needs. *Conclusion:* Knowledge about students learning needs and preferences is importance task of any teacher and it helps to prepare the learning content for the students to reach them very easily.

**Keywords:** Learning styles; Nursing students; Visual; Auditory; Kinesthetic.

### Introduction

Learning style refer to a range of competing and contested theories that aim to account for differences in individuals learning.<sup>1</sup>

Every individual prefers different learning styles and techniques. Everyone has a mix of learning styles. Some people may find that they have a

dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor or anybody's styles fixed. One can develop ability in less dominant styles, as well as further develop styles that are already used well.<sup>2</sup>

Dun and Dun's "contract activity packages" are educational plans that use: a clear statement of the learning need; multisensory resources (auditory, visual, tactile, kinesthetic) activities through which the newly mastered information can be used creatively the sharing of creative projects within small groups; at least three small group techniques; a pre-test, a self test, and a post-test.

Another scholar who believes that learning should have an effect on the classroom is Marilee

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Sprenger in Differentiation through learning styles and Memory.<sup>42</sup> She bases her work on three premises:

1. Teachers can be learners, and learners teachers. We are all both.
2. Every one can learn under the right circumstances.
3. Learning is fun ! Make it appealing.

A learning style is “an individual’s mode of gaining knowledge”.<sup>3</sup> The visual learning style is considered to be a “process through which students gain knowledge and understanding through explicitly visual tools”.

The kinesthetic learning style means that the student learns best when they are permitted to touch and feel through physical activity.<sup>4</sup> The auditory learner learns best when they are able to hear the instruction.<sup>5</sup> An assessment is “an act of evaluation”. The word technology means “the practical application of knowledge especially in a particular area”.<sup>6</sup>

### Objective

To determine different learning styles among the nursing students

### Materials and Methods

Research Approach :	Quantitative Research Approach
Research Design :	Descriptive survey design
Sampling technique :	Non-Probability; Convenient Sampling Technique
Sample size :	35
Setting of study :	The Yash Foundation’s College of Nursing Ratnagiri.

Tool used :	Modified VARK learning style assessment scale
Section I :	Socio-demographic variables of participants
Section II :	Learning style assessment scale

### Procedure of Data Collection

The formal permission was obtained from the Head of the institute. The written consent was obtained by the participants. The data was collected from the participants by distribution of modified VARK questionnaire to participants.

### Results

#### *The findings related to socio-demographic variables of Participants:*

*Age:* Majority of participants 24 (68.6%) were in the age groups of 21–22 years

*Gender:* 32(91.4%) of the participants were females.

*Area of residence:* Majority 21 (60%) of participants were from rural areas.

*Electronic Gadgets used:* All 35 (100%) of the participants were using the mobile and some 7 (20%) of participants were using both mobile and computers.

*Active In social media:* All 35 (100%) of the participants were active in What’s app and 21 (60%) of participants were active in both What’s app and face book.

*Study material Used:* Majority 31 (88.57%) of participants were using library material, 14 (40%) of participants were using both library and internet sources as study materials.

Findings related learning style preferences by participants

**Table 1:** Item wise frequency and percentage distribution of participants according to their style of learning

*n* = 35

Sl. No	Statements	Responses					
		Most of the time		Some times		Never	
		f	%	f	%	f	%
<b>Visual (seeing &amp; reading)</b>							
1	When I come across with the poster I check criteria for poster making	5	14.3	29	82.9	1	2.9
2	When I use new equipment first time I see it in all the angles	20	57.1	14	40.0	1	2.9

Sl. No	Statements	Responses					
		Most of the time		Some times		Never	
		f	%	f	%	f	%
3	I like to learn by PPT as it is attractive in all the way	21	60.0	14	40.0	00	00
4	I understand the teaching when A V aids are used	27	77.1	8	22.9	00	00
5	I feel diagram's have little role in understanding the topic	19	54.3	15	42.9	1	2.9
<b>Auditory (listening &amp; speaking)</b>							
6	I sit in the front bench so I can learn better.	11	31.4	18	51.4	6	17.1
7	I do not like the teaching when taught in loud voice	3	8.6	22	62.9	10	28.6
8	I prefer to use tape recorder for learning	2	5.7	6	17.1	27	77.1
9	I like to ask for an explanation when needed during the class	5	14.3	28	80.0	2	5.7
10	I like presentation or seminar when it is explained verbally	12	34.3	21	60.0	2	5.7
11	I spend my leisure time in listening music	15	42.9	14	40.0	6	17.1
12	When lecture is going on I concentrate whole period	13	37.1	21	60.0	1	2.9
13	When I am preparing for an examination I like to have group discussion	24	68.6	9	25.7	2	5.7
14	When I need to study a difficult topic I read myself loudly	22	62.9	11	31.4	2	5.7
15	if I need to do a presentation in a group I will only use lecture method.	4	11.4	22	62.9	9	25.7
<b>Read &amp; Write</b>							
16	I like to write down the notes.	15	42.9	16	45.7	4	11.4
17	I like to write important matter several times	16	45.7	17	48.6	2	5.7
18	When I need to have concentration I read in silence	29	82.9	5	14.3	1	2.9
19	I prefer to read news papers	6	17.1	25	71.4	4	11.4
20	I like to read journals	3	8.6	29	82.9	3	8.6
21	I prefer reading text books	20	57.1	14	40.0	1	2.9
<b>Kinesthetic (touching &amp; doing)</b>							
22	When I am learning a specimen I like to touch it & see	22	62.9	13	37.1	00	00
23	When procedure is demonstrated I like to re do it for better learning	23	65.7	12	34.3	00	00
24	I prefer learning by doing						
25	When I am learning a skill I like to say let me try	15	42.9	20	57.1	00	00
26	During my leisure time I like to do some physical activities	1	2.9	27	77.1	7	20
27	I remember the things by repeatedly doing it	21	60.0	13	37.1	1	2.9
28	When I am anxious of a test I move around constantly	10	28.6	18	51.4	7	20
29	When I am revising for exam I like to make the mnemonic	12	34.3	21	60.0	2	5.7
30	When I revise a procedure I like to do demonstration	19	54.3	16	45.7	00	00

## Discussion

The findings of the present study reveal that, students use different learning styles according to their knowledge, preferences and sources available with them. Students have not given any one style more preferable than other styles and they use all the learning styles according to situations and their

learning needs. These study findings are consistent with many other previous research studies conducted on same topic

## Conclusion

Knowledge about students learning needs and preferences is importance task of any teacher and it

helps to prepare the learning content for the students to reach them very easily. Students prepare and use visual, auditory and kinesthetic learning styles at different times according to situation of learning. By assessing the students learning style preferences in the school assist the teacher to deliver lessons effectively and there by students will perform better in and out of the school. Further research is required in this area especially among nursing students to understand the learning preferences of students in nursing institutions.

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